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ABSTRACT

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Maine State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

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ED053481

FY 1970

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 TITLE I ANNUAL EVALUATION

EA 003 714

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 - TITLE I

MAINE

FY 1970

MAINE TITLE I, ESEA EVALUATION

1. Basic State Statistics

A. There are 284 LEA's operating in the State of Maine.

B. Number of LEA's participating in Title I.

(1) 213 LEA's participated during the regular school term only.

(2) 4 LEA's participated during the summer term only.

(3) 75 LEA's participated during both the regular school term and the summer term.

C. There were 157 Title I programs in Maine.

D. Unduplicated number of pupils who participated in Title I programs.

(1) There were 31,291 pupils enrolled in public schools.

(2) There were 2,168 pupils enrolled in nonpublic schools.

2. Each Title I project was visited at least once during FY 1970, and many projects were visited two or more times. There were approximately two hundred and fifty visitations. The smaller projects generally received the least attention.

The major emphasis for visitation is program auditing. Are the programs in operation and are they operating in accordance with the project application? Other visits are made in planning for new programs or for revisions and additions to current ones, for providing assistance in budgetary and reporting procedures, and for interpreting changes in guidelines and amendments.

Two-thirds of all visits are for program auditing. The remaining visits are evenly divided with assistance in planning, budgeting and other areas. Many administrators find it convenient to visit the

State office and receive much of their assistance at that location.

Program visitations are essential and it is only through such visits that State Title I personnel are able to really comprehend what is transpiring at the local level. It is at the local level that one is able to perform a program audit and to advise local administrators on specific revisions and additions.

3. Describe any changes your agency has made in the last three years in its procedures and the effect of such changes to:

A. improve the quality of Title I projects

B. insure proper participation of nonpublic school children

C. modify local projects in the light of State and local evaluation

The Title I program consultants through their monitoring activities and through requests from project directors of local educational educational agencies have been very active in the field of program development. Many projects have been restructured and LEA's have been encouraged to take over the funding of projects which started under Title I. Much activity has taken place regarding teacher aides. Through the cooperation of the State teacher certification office teacher aide roles in the schools have been redefined. Clerical and office procedures have in most instances been given to locally funded school clerks, while Title I teacher aides have become almost exclusively instructional aides. This process is still going on.

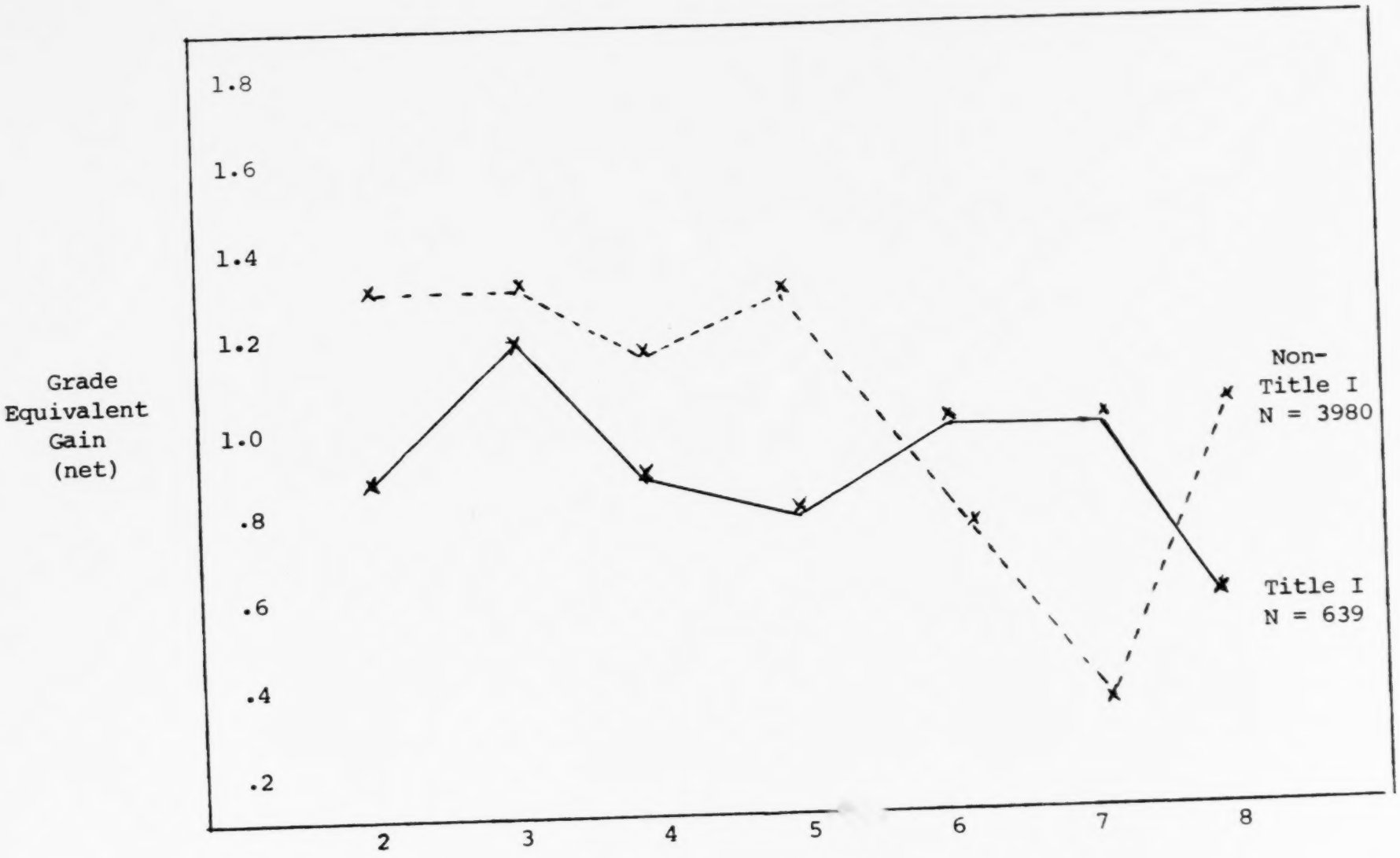
The program consultants have also been active in assisting local school agencies in developing better teacher aide training programs. A booklet produced by the University of Maine in cooperation with the State consultant staff in 1968 has had wide

usage. It has also become the basis for training programs throughout the State.

4. A. Reading (SRA) tests were administered to 3,980 non-Title I and 639 Title I students in four selected communities during September, 1969, and again in May, 1970. In grades 6 and 7 the Title I pupils made a greater average net gain than the non-Title I students. All other grades showed a greater net gain with non-Title I pupils. The average gain in reading grade equivalent was 1.0 for non-Title I pupils and .85 for Title I pupils. All scores are based on national norms.

TEST RESULTS
1969-70

		Number of Children		SRA Reading Sept./May	
				Title I	Non-Title I
Community	Grade	Title I	Non-Title I	(Grade equivalent)	(Grade equivalent)
A	2	12	65	1.3 to 1.7 (.4)	1.7 to 3.2 (1.5)
	3	19	77	1.9 to 2.5 (.6)	3.1 to 4.1 (1.0)
	4	16	44	2.1 to 3.1 (1.0)	3.9 to 5.2 (1.3)
	5	17	41	4.1 to 4.9 (.8)	5.2 to 6.9 (1.7)
	6	37	60	4.4 to 5.2 (.8)	7.1 to 7.9 (.8)
	7	16	76	4.7 to 5.6 (.8)	7.4 to 8.9 (1.5)
	8	15	78	7.1 to 6.8 (-.3)	7.4 to 8.9 (1.5)
B	2	31	129	1.3 to 2.2 (.9)	2.1 to 3.2 (1.1)
	3	29	154	1.8 to 2.9 (1.1)	2.7 to 4.2 (1.5)
	4	36	143	2.9 to 3.5 (.7)	4.1 to 4.9 (.8)
	5	9	137	5.1 to 5.7 (.6)	5.2 to 6.2 (1.0)
	6	25	152	4.7 to 5.8 (1.1)	6.4 to 7.2 (.8)
	7	51	146	6.4 to 7.2 (.8)	7.4 to 8.1 (.7)
	8	33	148	6.4 to 7.5 (1.1)	8.4 to 9.2 (.8)
C	2	16	107	1.1 to 2.6 (1.5)	1.8 to 3.1 (1.3)
	3	13	123	1.4 to 2.5 (1.1)	2.9 to 4.2 (1.3)
	4	30	93	2.5 to 3.2 (.7)	4.5 to 5.6 (1.1)
	5	18	96	3.6 to 4.4 (.8)	5.2 to 6.6 (1.4)
	6	36	104	5.3 to 6.3 (1.0)	7.7 to 7.6 (.9)
	7	16	116	4.6 to 5.4 (1.8)	8.1 to 8.9 (.8)
	8	6	91	6.5 to 7.5 (1.1)	8.4 to 8.9 (.8)
D	2	--	295	----------	1.9 to 3.1 (1.2)
	3	2	273	2.1 to 3.9 (1.8)	2.9 to 4.4 (1.5)
	4	25	259	2.6 to 3.6 (1.0)	3.9 to 5.1 (1.2)
	5	38	259	4.4 to 5.2 (.8)	5.7 to 6.6 (.9)
	6	51	221	6.5 to 7.1 (.6)	6.4 to 7.1 (.6)
	7	21	242	6.5 to 6.8 (.3)	9.8 to 8.2 (-1.6)
	8	21	261	5.8 to 5.9 (.1)	8.6 to 9.1 (.5)



Average Gain - Reading (SRA)
All grades, Title I - .85
All grades, Non-Title I - 1.0

	Has Declined	Remained the Same	Has Improved	Much Improved	Greatly Improved	Total (Pupils)
Classroom Behavior	5%	37%	40%	15%	3%	614
Physical Condition	1%	67%	25%	6%	1%	593
Psychological Condition	2%	40%	41%	12%	5%	609
Aspiration	2%	43%	39%	11%	5%	612
Cognitive Skills	1%	31%	45%	15%	8%	628

B. Although there is, as yet, no hard data to support it, it appears, that the most effective projects for improving educational achievement have the following common characteristics.

1. Small group or individual instruction.
2. Teachers trained to work with disadvantaged children and their reading problems.
3. Use of books and materials not found in the regular classroom.
4. Use of a multi-media approach to instruction.
5. Close cooperation between the Title I personnel and the regular classroom teachers.

C. There is little evidence other than the obvious that the effectiveness of Title I projects is related to cost. Concentration of effort, which usually means concentration of expenditures, is obviously more effective.

5. What effect, if any, has the Title I program had on the administrative structure and educational practices of your State Education Agency, Local Education Agencies, and nonpublic schools?

The State Education Agency has seen little change during the year as a result of the Title I program. The Agency is presently operating under an interim commissioner and several key

staff positions in the agency are vacant. The Title I program staff has remained the same throughout the year. Major staff activities have been concerned generally with improved and expanded dissemination programs and because of an audit review during the early part of 1970 by a Health, Education, and Welfare team, more emphasis has been placed on application review and program monitoring.

The States own financial audit function has been reviewed and this has led to the appointment of a field audit supervisor for all federal programs. Audit procedures for Title I are being redefined in the light of the ESEA guidelines and pre-exception conferences are being held on a regular basis between the aduit supervisor and the program consultants.

As a result of a policy adopted by the State Education Agency in early 1969, nearly all Title I programs have been eliminated from the high schools in the State. In line with recommendations of the U. S. Office of Education, funds and services are being concentrated in the elementary grades, especially during the earliest school years. Children who need Title I services generally will benefit most if they are identified and treated early in their school career. This policy has made possible an increase in services to the most educationally deprived children in these grades at a time of their most urgent need.

6. A. There were no programs where state funds are being used to augment Title I programs for the disadvantaged. There were no compensatory education programs paid entirely by state funds.

B. Provide descriptions of outstanding examples of the coordination of Title I activities with those of other federally funded programs. Identify the other programs and agencies involved.

Union #106 - The Title I activity was coordinated with a Title II project involving matching funds for library books. This enabled us to establish a limited reading library consisting of high interest/low level books assigned to the remedial reading room and available to those pupils in the program.

Arundel - Library materials purchased under ESEA Title II were fully utilized in the project, especially in the target areas of cultural enrichment and reading.

Auburn - The Educational Services Center offered various services such as mini-grants, visitations, audio-visual materials and books, magazines and pamphlets from their lending library.

SAD #32 - Title I activities are closely connected with Title II and II programs, because they go hand in hand, in improving our schools. CAAP is closely connected with our District projects, especially Title I and they operate a headstart program in one of the District buildings and have been doing so for three years. CAAP Senior Citizens are benefited by use of our audio-visual aids if they so request and they assist our needy children by donating mittens, clothing, etc.

SAD #61 - Title I coordinated with Title III - "Operation Bright Peaks."

Materials and equipment from past federally funded programs are constantly used.

Biddeford - First, some library and audio-visual materials purchased under Title II have been utilized by the Title I project in all participating schools.

Second, Title I has effected coordination and/or working relationships with the "Learning Services Hub", ESEA Title III project, in providing additional services in guidance, counseling, speech therapy and social work follow-ups for disadvantaged children.

Third, co-assistance has been effected with the Summer Head Start project.

Fourth, Title I personnel have participated in the planning of a health institute and teacher aide training program under the Education Professional Development Act and ESEA Title VI A for Handicapped Children.

Fifth, some Title I parents have participated in Adult Basic Education programs for their improvement.

SAD #34 - By use of Title II money our school library has been increased and as children improve in reading, more use can be made of library periods, books and facilities for the overall reading improvement.

Bath-West Bath - Guidance met several times with the representatives of the FURPO Group of the Merrymeeting Community Action. Through the science outdoor education camp which we help to fund through scholarships, contact was made for our children with the State Fish and Game and the National Park Service to Acadia National Park. Every effort has been made to cooperate with the Merrymeeting Community Action and its headstart programs. We have not only visited the Center but we have also consulted concerning school placements.

Bangor - The psychologist, social worker and guidance worker have worked in the Title VI program at 14th Street School. They have been involved with the identification, testing, and home visitation for the emotionally disturbed and brain damaged.

Brunswick - The Title I program has benefited from the Title II Model Library in terms of materials and the Title III Multi Media by equipment and trained personnel.

SAD #38 - Title II library books used for individualizing reading. Coordinated activities with Title V TV - Videotape Teacher Evaluation Project.

SAD #30 - School social aide from CAP (Penobscot County) Mainstream Project, served as coordinator for musical services, school lunch programs, clinic appointments, etc.

SAD #71 - Title I funds have staffed, maintained and operated the Roving Reading - a mobile laboratory which was awarded under Title III, P.L. 89-10. Title II funds have been used in SAD #71 to purchase many highly motivational books, read by students in the Title I program.

SAD #31 - Our Title I activity was involved with a teacher aide program. Due to increased load of many teachers the need for several more aides was necessary. Penobscot County Community Action Program, "Operation Mainstream" did provide us with three candidates for training purposes with the stipulation that we would employ them the following year if their services proved satisfactory. Their work and training was the same as the Title I aides.

SAD #33 - ESEA Title III has been involved in training teachers for individualizing instruction in the areas of language and reading. The staff involved in remedial reading under Title I is receiving full benefits of in-service bi-monthly meetings with consultants paid by Title III. Summer institutes for Title III is also coordinated with Title I by having teachers study language development.

SAD #43 - This year we operated a special crisis teacher program under Title VI in our grades 4 through 8. She helped on occasion with some of our children who were having emotional problems. This consultation service proved helpful.

Union #29 - We have worked closely with Androscoggin Child and Family Center which is supported in part by federal funds.

SAD #36 - Title I project was predominately a reading and math improvement project coordinated with Title II which upgraded our libraries.

A Neighborhood Youth Corps student was utilized in this project.

Union #43 - Many of these children received free or reduced rates on hot lunches and milk. Quite a few more were offered this but the parents refused.

The library, which was organized under Title II, has been very helpful. Items purchased under NDEA were also made available.

Orrington - Coordination with Title I and Title II is an effective element in our total program.

Orono - The Resource and Study Center has been tremendously enhanced by other federal programs. We have been fortunate in receiving a Title II Incentive Award of $5,000 each year for the

last two years and $3,600 for 1970. This money has been spent with the disadvanted in mind as well as other children. For example, 1967-68, emphasis was put on buying books dealing with interests and hobbies of elementary school children, as well as art. The Incentive Award allowed us to start a highly successful picture collection of large, framed reproductions of famous paintings. Children are allowed to check the pictures out to hang in their own home for a period of time, just as they are allowed to check out books.

Title II money has been used to supplement our reference and trade book collection, as well as audio-visual aids. Children can come to the Center and view filmstrips, listen to records, as well as use books. Emphasis has been placed on purchasing "easy-read" books for the beginning readers in primary grades and on high interest - low vacabulary materials for poor readers in the intermediate grades. We now have a collection large enough so that several teachers draw books from the Center for temporary classroom collections which form the basis for individualized reading programs.

SAD #55 - The remedial teachers are working closely with the personnel of "Bright Peaks", a Title III project which provides a nurse, a speech and hearing therapist, a social worker, and a psychologist.

SAD #54 - We worked hand and hand with the N.Y.C. students, having a number in our academic program and in setting up the program. We discuss what we are going to do with the O.E.O. and the director attends as many meetings as possible. We work quite closely with

our reading program and with Title III personnel to prevent overlaps.

SAD #25 - A great deal of the equipment purchased with NDEA funds has been used in the Title I program to great advantage. The audio-visual equipment purchased through NDEA strengthened the Title I program in that money which might have been used for audio-visual materials could now be used for purchasing other equipment needed for the Title I program. The library, set up with Title II funds, provided a much stronger and much wider range of materials with which to carry out a more effective Title I program.

Rumford - Library books purchased from funds allocated under Title II were used regularly and extensively by the reading teacher. Much cooperation existed between the reading teacher and the librarian and her aides.

Richmond - Personnel of Merrymeeting Community Action worked with us through observations, contacting parents, and helping us to evaluate. Title III project "Operation Treasure Hunt" gave enrichment programs coordinated with our curriculum.

Poland - The most significant involvement is the Androscoggin Child and Family Center's psychological services. They are heavily funded federally. We have an excellent working relationship with them. Most of the children they see weekly are also in the Title I program. Although the amount is small ($150), Title II money has helped us to maintain a decent supply of library books.

Addition of many free and reduced rate hot lunches, specifically requested by the State school lunch program has enabled many of these same youngsters to get at least one decent meal a day.

Union #30 - Identification of target area children facilitated by free hot lunch and special milk program in schools (OEO Economics Guidelines). Needs of children (specific) forwarded through communication with summer Head Start.

Many materials of supportive nature made possible by Title II program. Title I Helping Hands for kindergarten children is closely coordinated with the Head Start program. Children in our community who have attended the summer Head Start program become the "target area" children of our Helping Hands program. During the school year new students entering at this level who have attended summer Head Start programs in other communities or who qualify under federal guidelines for these programs are included. Anectodal records collected in the Head Start program are made available for immediate reference and for "individual" planning based on Head Start experiences.

SAD #24 - The teacher aide actively directly supported our federally funded Follow Through program, which is geared specifically to low-income youngsters, 50% of whom have had a full year Head Start experience. The full scope of the program provided medical, dental, nutritional, social, and psychological services to 150 economically and culturally deprived children. Title I aides were of direct assistance in reducing the adult-pupil ratio. The Follow Through project has met with considerable success and, consequently, much of the credit is due to Title I participation. Teacher aide training was closely coordinated between Head Start, Follow Through, and Title I with Follow Through Supplementary Training provided through a Federal grant. Equipment bought for adult basic education classes (Title III

of the Adult Education Act) has been used successfully in Title I programs for disadvantaged students. Books purchased through Title II of ESEA were also used in our Title I projects.

Lewiston - A new program (COP or Career Opportunities Programs) has been in the planning stage for one year. The summer of 1970 will have 25 COP aides and some Title I aides participating jointly in a pre-service program with follow-up planned for the fall.

SAD #52 - Title I teacher served on planning committee for summer day camp funded by Higher Education Act, University of Maine, recruited the children from the area, and met with teachers in the district and student psychologists to evaluate improvement in children attending.

Also, met with student volunteers to develop use of experience charts, group planning, game rules, etc. so that the children who had just started to read would have some exposure to print through the summer.

SAD #5 - The Remedial Reading program and the special class under Title I used audio-visual materials and library books purchased under Title II. We also used the Language Master and Controlled Reader which was purchased for Adult Basic Education, under Title III. We also have "Operation Treasure Hunt" which supplies us with cultural programs. This is a Title III program.

Portland - Title I activities are coordinated with other federally funded programs. As for example, an aide is assigned to the Youth Tutoring Youth program under EPDA. Aides at King and Jack Junior High Schools work with children in the EPIC program funded under Title III. Library aides have helped with materials received under

ESEA Title II and in using audio-visual materials or production of classroom materials from the Resource Center, another ESEA Title III project. Social workers under Title I assist at Head-start funded through HEW.

7. Evaluated the success of Title I in bringing compensatory education to children enrolled in nonpublic schools.

During the 1969-70 school year projects serving nonpublic school children were in operation in fifteen LEA's in the state. Over twenty-one hundred children were served by these projects. In two communities where nonpublic schools operated no services were provided. To generalize on the success of these programs would do a disservice to several of the communities involved where students have been receiving a very high share of services under Title I as well as other services from the public school system funded locally or through other federal programs. Such generalization would tend to make one believe, too, that nonpublic school children were involved at a satisfactory and equitable level in those few communities where token participation or no participation was the rule.

There were planning sessions during the year which included nonpublic school personnel in only five of the seventeen LEA's in which nonpublic schools were located. Most projects in operation were continued from the previous year and for that reason there was little need for continued planning. Rapport among the Title I salaried teachers and aides and the staffs of the nonpublic school personnel were considered excellent. In their visits, members of the State Title I staff found that the working arrangements at

the operational level were adjusted when necessary and that formal high level meetings between administrators of public and nonpublic schools were rarely needed.

The principal parts of all twenty projects affecting nonpublic school children were held on private school premises during the regular school hours. The few exceptions consisted of the work of school social workers and nurses who made home visits and performed other professional tasks for nonpublic school children in the community. Summer programs were held in nine LEA's which have nonpublic schools. These programs were all conducted on public school premises but enrolled nonpublic school children who met the selection criteria.

There have been no changes in legal interpretations affecting nonpublic schools during the year. Over a year ago a legislative study committee was appointed to study the problem of the survival of nonpublic schools in the state. Hearings were held and a report made to a special legislative session in January 1970. Further action awaits the determination by the U. S. Supreme Court on the legality of aid to teachers in nonpublic schools.

The State Title I staff has met with representatives of the Catholic schools during the year and as a result of this meeting copies of applications in cities and towns where their schools are located have been furnished to the diocesean school office. Continued planning and discussion is expected at this level.

8. How many LEA's conducted coordinated teacher-teacher aide training programs for education aides and the professional staff members they assist? What was the total number of participants in each project?

Describe the general patterns of activities and provide specific examples of outstanding joint training programs.

Sample reports from school systems covering teacher aide activities during the project year and local joint in-service programs follow:

Baileyville - The aides and teachers met in these in-service training sessions at the beginning of the school year. Guidelines were discussed and developed with job descriptions drawn at this time. Aides received an orientation course as well. Periodically throughout the year sessions were held to evaluate the efficiency of teacher aides' use and corrective or reorganizational measures were implemented at this time.

Ashland (SAD #32) - The teacher aide training program was conducted at Aroostook State College of the University of Maine at Presque Isle. Teacher aides attended Extension Courses CST 1-10 to prepare them for teacher aide work. Teacher aides also attended workshops conducted within the school system with the local coordinator and Donnell D. Graham, State Title I Consultant.

Bridgton (SAD #61) - One teacher attended a Remedial Reading program for one year on sabbatical at the University of Maine and aided other aides in setting up programs and worked with teachers and principals.

Blue Hill - The State Department of Education conducted a workshop for teachers and aides in Penobscot and instructed them how best to use the services of the aides. The workshop, through films and lectures, enumerated the various activities in which the teacher aides might engage in order to free teacher time for special instruction.

Biddeford - Joint teacher-teacher aide training sessions are conducted periodically in public and non-public schools. Policies, responsibilities, duties and job descriptions have been developed and distributed to all personnel.

Bangor - An orientation meeting was held at which time the Bangor teacher aide program was explained. The department philosophy and the responsibilities of the aides were discussed. Following this meeting the aides were sent to their assigned schools to work with the principals and their assigned teachers on the program of the individual school.

Union #74 - A workshop was conducted by David LeGage, a representative of the Portland School System. Teacher aides throughout the Union participated. Subsequent observations indicated that the workshop was very worthwhile.

Calais - A general meeting was held prior to the beginning of school to review goals and purposes of teacher aide activity and to tentatively outline work assignments. During the school year teacher aides participated in in-service program, using Craft materials, "Working with Teacher Aides", conducted by administrators, assisted by teachers and other school personnel.

Farmington (SAD #9) - Teacher aides had a one-half day workshop in audio-visual material construction based on 3 M training kits. They have also been started on the MacMillan teacher aide in-service program involving audio-visual machines, duplicators, office practice, etc.

Corinth (SAD #64) - All training was carried out by the remedial reading teacher. Training was concentrated mainly in the area of

instructing aides in providing extra help for remedial pupils. This began with an all-day workshop in September and continued individually as the remedial teacher visited each school bi-weekly. Memos were left at each visit of work to be carried out with individual pupils.

Kennebunk (SAD #71) - The teacher aides and teachers had a formal in-service program previous to the new school year and during the year and once at the end of the year. Numerous informal sessions were held throughout the year. An in-service program involving learning handicaps (16 sessions) was also held. The director of remedial reading and the aide also attended Gorham State College during the year.

Gorham - An in-service, on-the-job teacher aide training program is conducted for two weeks at one of the elementary schools in which the prospective aides experience the several phases of aide duties. In addition, the State Department of Education, Gorham State of the University of Maine, the Portland Prime Center run workshops for teacher-aides in which the aides participate.

Frenchville (SAD #33) - Bi-monthly in-service workshops in conjunction with ESEA Title III for the purpose of individualizing and humanizing non-graded situations.

The following number of aides and teachers were involved in the projects:

Aides	Teachers
527	1610

9. Describe the nature and extent of community and parent involvement in Title I programs in your state. Include outstanding examples of parent and the community involvement in Title I projects.

Some noteworthy examples of parent involvement would include:

SAD #17 - Members of O.E.O. and the policy advisory committee (low-income people) have contributed suggestions to areas of concern in the education of their children. Also, there has been a constant relationship between the Oxford Hills School District and the Oxford County Mental Health Clinic for referrals and follow up.

South Portland - We have a Title I Advisory Committee representing parents from Henley, Hutchins, Lincoln, Redbank and Holy Cross Schools, that meets every spring to set priorities for the coming year, including re-evaluating existing programs and starting new ones.

Lewiston - Target area citizens are serving on the advisory committee that is involved in the planning and evaluation of the project.

Richmond - A meeting was scheduled and held in conjunction with Merrymeeting Community Action in which parents and friends discussed, evaluated and gave suggestions as to the operation of the project. At this time an advisory group of parents were formed and plans made for a meeting during the coming year for continued evaluation and change. Parents of project children were invited periodically for parent-teacher conferences.

SAD #33 - 1. Parents involved in four meetings for reorganizing

reporting procedures and in planning non-graded situation.

2. Twelve mothers were involved extensively as classroom volunteers.

Bangor - Parents of the students involved have been solicited for suggestions concerning the program. Our guidance and social workers have asked at each parental contact. These people make very few suggestions.

Falmouth - A. 20 volunteer mothers were directly involved with teacher 36 additional children under the direction of Title I teacher on a one-to-one basis.

B. These were taught in math, reading, for emotionally disturbed, content subjects.

SAD #71 - 1. In October parent conferences were scheduled individually with as many parents of Roving Reader students as possible. Other conferences have been scheduled as needed.

2. The Child and Family Guidance Clinic has offered most valuable assistance in planning the programs of those students evaluated by them. They have also given the same assistance in counseling parents of these children.

3. The public health nurse has assisted in testing Roving Reader students for eye and ear disabilities as wells as other physical disabilities and problems and advising us of any limitations found.

4. Dr. Upton, a local optometrist, has given much assistance in reporting sight problems and advising on the use of equipment with individuals.

5. Our school speech therapist has worked with the Roving Reader program in planning progrms for special students involved in both programs.

6. The school librarians have cooperated in providing special books for students involved in the Roving Reader program and have assisted these students in their selections from the libraries.

7. Subjective evaluation of the Roving Reader program has been done by parents and classroom teachers with a high degree of co-operation.

8. The special education committee has given special consideration to the Roving Reader program and has been most cooperative in its planning with our project.

Portland - Community involvement in Title I project has come as a result of many different advisory committees such as Citizens Advisory Committee to the School Committee, EPIC Advisory Committee, Headstart Advisory Board, and Model Cities Education Task Force. Also through news media and TV.

In describing the amount of community and parent involvement in the fifth year of ESEA Title I, it appears that parents and community are more involved than in the previous years. In most communities in Maine Title I costs the LEA's money so much dialogue is carried on at local district meetings. In Maine communities there is a very conservative trend towards spending and Title I has to complete for funds from the local budgets.